# Commission on Teacher Credentialing

# Biennial Report

# Academic Years 2008-09 and 2009-10

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|---|---|
| Institution | San Francisco Unified School District |
| Date report is submitted | January 14, 2011 |
| Program documented in this report | SFUSD BTSA/Induction Program |
| Name of Program | SFUSD BTSA/Induction Program |
| Credential awarded | Multiple Subjects and Single Subject General Education Clear Credential Recommendations |

| Is this program offered at more than one site? No | |
|---|---|
| If yes, list all sites at which the program is offered | |
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If the preparer of this report is different than the Program Contact, please note contact information for that person below:

| | |
|---|---|
| Name: | |
| Phone # | |
| E-mail | |

San Francisco Unified School District BTSA/Induction Program
Biennial Report
Section A – Credential Program Specific Information
I. Contextual Information

- Context:

| SFUSD Candidate Information | | |
|---|---|---|
| Current Number of Schools | Current Number of Candidates | Number of Graduates |
| 110 | 171 | 700 |

- o Approved in May 2004
- o SFUSD has about 4000 teachers employed
- o SFUSD has about 50,000 students in 110 schools
- o SFUSD is a program improvement district
- o SFUSD is the highest performing urban school district in California
- o 2003-04, 25 participants
- o 2008-09, 350 participating teachers
- o 2010-11, 171 participating teachers
- o SFUSD hires about 350 new teachers every year, about 175 are BTSA/Induction eligible
- o About 80% pass rate of first reads of portfolios
- o All but 30 participants since 2004 have completed

- Changes since initial approval
  - Separation of department from the Peer Assistance and Review, Intern and other teacher support programs in 2005
  - Operate within the Academics and Professional Development Department since 2006
  - Change of leadership: third Superintendent and fourth Associate Superintendent providing indirect supervision to program
  - Drastic reduction of staff and full time release coaches
  - In 2004, 16 PAR coaches supported induction teachers as part of their case loads
  - In 2010, two PAR coaches are supporting induction teachers for an additional stipend
  - In 2009-10, there were 4 staff members supporting participating teachers and 2 secretaries assisting with the management of the program
  - In 2010-11, there are 2 staff members supporting participating teachers and managing the program and other duties as assigned
  - In 2010-11, limited enrollment of year one teachers
  - In 2010-11, enrolled 24 Early Completion Option teachers

Section A- Credential Program Specific Information

## II.     Candidate Assessment/
## Performance and Program Effectiveness Information

1) Primary candidate assessments used up and through credential recommendation:
    a) Teaching Performance Assessments are used by the participating teacher to complete self-assessments on the California Standards for the Teaching Profession (CSTPs) and on the California Standards for Induction #5 and #6.
    b) The Self-Assessment tool is then used as evidence for the participating teacher and support provider to complete the Individual Induction Plan delineating professional growth goals based on the current teaching context.
    c) Specific Formative Assessment System (FAS) tools are used by the participating teacher, with the guidance of the trained support provider to demonstrate competence towards the induction standards.
    d) The required Year One tools include:
        (i)  School, Community Resources
        (ii) Class Profile
        (iii) Data Analysis Tool
        (iv) Several focused Collaborative Assessment Logs
        (v) Individual Induction Plan
        (vi) Lesson Plan
        (vii)        Observation feedback from the trained support provider
        (viii)        Analysis of Student Work
        (ix) Induction Standard #5 Reflection
    e) The required Year Two tools include:
        (i)  Class Profile
        (ii) Data Analysis Tool
        (iii) Individual Induction Plan
        (iv) Several Focused Collaborative Assessment Logs
        (v) Lesson Plan
        (vi) Analysis of Student Work
        (vii)        Observation feedback from the trained support provider
        (viii)        Induction Standard #6 Reflections
    f) The portfolio review checklist is used to document whether or not the candidate meets the competence requirement

2) Additional data analyzed to inform programmatic decision making include:
    a) Informal and formal anecdotal evidence from current and past program participants
        i)   Collect e-mails, notes from conversations and phone calls
        ii)  Provide opportunities at every meeting and with every program announcement for participants to provide critical feedback

b) High retention rate-92%, higher than the state's rate; previously, around 89% every year
   i) Most teachers stay at the same school from the first to second year, up to 4 years
   ii) Despite the challenges, teachers want to teach in San Francisco Unified
c) High portfolio turn in rate-90% turn in rate of participating teacher portfolios
d) High support provider contact log turn in rate-100% turn in rate of support provider contact logs
e) High pass rate of passing portfolios-80% pass rate after the first round of portfolio reviews
f) Portfolios not passing after the first round are read by at least one other reader
g) Program surveys: end-of-year and mid-year surveys collected and returned by 75% of participants
h) Focus groups of different stakeholders
   i) Share critical feedback
   ii) Make recommendations for program changes
i) Induction Learning Plans of Participating Teacher

## Section A-Credential Program Specific Information
## III. Analysis of Candidate Assessment Data

| Candidate Assessment | | |
|---|---|---|
| Type of Data | From Whom | Findings |
| Anecdotal Evidence | Participating Teachers, Support Providers, Site and Centralized Administrators | Program provides needed support, but many PTs need additional support on establishing classroom routines, positive behavior supports and differentiating instruction. |
| Retention Rate | Participating Teachers | Teachers want to stay in SFUSD, despite challenging working conditions. |
| Portfolio Completion Rate | Participating Teachers and Support Providers | Almost all teachers complete and submit their portfolios. Those that do not submit them did not meet regularly with their support providers or have extenuating circumstances preventing them from completing the requirements on time. |
| Support Provider Contact Logs | Support Providers | Support providers document the type of contact they had with their participating teachers and list what type of PD they provided and what formative assessment tools they completed with the participating teachers. Every support provider turns in logs twice a year, otherwise their stipend is adjusted accordingly. |
| Percentage of pass rate of | Participating teachers, support providers and | For the past three years, since 2007, the pass rate is about 80%. The majority of participating teachers and |

| portfolios | reviewers, including site and centralized teachers and administrators | support providers worked diligently together to complete the portfolio requirements. |
| --- | --- | --- |
| Program Surveys | Participating teachers and support providers | Survey data indicates that teaching English Learners continues to be the biggest challenge for participating teachers. The relationship with the support provider is a crucial part of a new teacher's induction. Also, identification and matching of eligible participating teachers takes a long time and about 75% of pairs of participating teachers and support providers are done within the first month of the beginning of the school year. |
| Focus Group data | Participating teachers, support providers, site, Institutions of Higher Education (IHE) representatives | Continued collaboration with IHE representatives to find out what new teachers need after completing their preliminary credentials and how to complement that knowledge. Many new teachers complete credential programs without knowing specific strategies how to differentiate and teach the core curricula.  Site administrators need to understand what the credentialing process entails and to be aware of the growth and development of new teachers. |
| Individual Induction Plans | Participating teachers and support providers | Participating teachers work with support providers to reflect on their preliminary credential experiences to identify professional growth goals based on the California Standards for the Teaching Profession and the Induction Standards to improve instruction for students. Many of the participating teachers and their support providers need additional assistance with crafting meaningful goals and action steps towards those goals. Most of the participating teachers want to learn to differentiate instruction for English Learners or Special Needs students. The program and the district need to have a common definition of what the expectation for differentiated instruction is for all teachers and all students. |

| Analysis of Data | | | |
| --- | --- | --- | --- |
| Data | Analysis | Candidate Competence | Program Effectiveness |
| Anecdotal | Strengths: | Participating teachers with | Appropriate and thoughtful |

| Evidence | Participating teachers feel supported and developed strong relationships with their support providers Improvement Needed: A few support providers need assistance with the program requirements | well trained support providers are successful in meeting the program requirements and at reflecting upon their teaching skills to improve instruction for students. | matching takes time, but very few changes are made once participating teachers and support providers are matched. There are over 200 trained support providers in SFUSD, many of whom have become site and centralized leaders and administrators |
|---|---|---|---|
| Retention Data | Strengths: High retention rate. Improvement Needed: Anticipate higher rate of new teachers leaving SFUSD in the future year due to layoffs. All laid off teachers are recalled every year. | Since about 90% of teachers stay from their first through their second years of teaching in SFUSD, the participating teachers and support providers work consistently together to complete the program requirements in two years. | Consistency from year one to year two makes it easier to track the progress of the large number of program participants. |
| Portfolio Completion | Strengths: Less than 10% of the participating teachers do not turn in their portfolios. Improvement needed: Assisting support providers to help compile portfolios and engage more of the support providers in | High rate of candidates meet the competencies due to the clear expectations. Those who do not meet the competencies, receive a portfolio review sheet indicating what evidence is missing. | Program participants request a rubric prior to the portfolio submission. All portfolios are reviewed and returned before the last day of instruction.

Due to limited staffing during the summer, late submissions and re-submissions are not reviewed until late in the following fall semester. |

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| | reviewing portfolios | | |
| Support Provider Contact Logs | Strengths: High submission rate Improvement needed: Need more detailed information about the nature of the contacts/meetings | Participating teachers and support providers meet regularly to engage in individualized professional development and coaching, but those who meet infrequently do not have that same experience. | All participating teachers who do not submit their portfolios on time or who have not yet completed the requirements (from 5 years ago until last year) state that they did not meet with their support providers regularly to complete the requirements and to engage in the individualized professional development and coaching. |
| Pass Rate of Portfolios | Strengths: clear expectations, clear cover sheet Improvement Needed: Ability to provide individualized support for portfolio compilation | 80% of participating teachers pass on the first round of reading and receive their completion information and instructions prior to the last day of instruction. | Continue to offer assistance during office hours to meet individually with participating teachers and support providers. Have a mid-year check or submission to track progress of participating teachers. Review late submissions and re-submissions earlier in the next school year. |
| Program Surveys | Strengths: provide self-reported data Improvement Needed: Increase response rate | Candidates respond quickly without reflecting on the survey questions, or do not respond at all! Most candidates do not recognize the surveys as part of the credentialing process. | Allow program participants to enter the survey data directly and track the completion. Notify participants to remind them to complete surveys. Find a way to motivate site administrators to complete the survey. |
| Individual Induction Plans | Strengths: All participating teachers complete the plans each year. Improvement Needed: Identify meaningful goals with specific action steps to | Candidates reflect on their preliminary credential experiences and apply that knowledge to their current teaching context. Support providers guide participating teachers to set realistic and meaningful goals. | Provide assistance and feedback to program participants on the Individual Induction Plan goals mid-year prior to the submission of the whole portfolio. |

| | achieve those goals. | | |

# Section A – Credential Program Specific Information
## Part IV: Use of Assessment Results to Improve Candidate and Program Performance

| Data Source | Plan of Action or Proposed Changes Made | Applicable Program or Common Standard |
|---|---|---|
| Anecdotal Evidence from current and past program participants | • Provide a one-page summary of program requirements<br>• Provide a model portfolio<br>• Provide opportunities for program participants to review a portfolio and calibrate their scores<br>• Provide resources for program participants on the SFUSD intranet site<br>• Streamline program requirements | CS #1, CS #9, PS#3, PS #5, PS#6 |
| Support Provider Contact Log | • Require more detail regarding content of contact<br>• Provide model of a log<br>• List formative Assessment Tools on the logs to eliminate writing, more checking off | PS#2, PS #3, PS#4, PS#5, PS #6 |
| Participating Teacher Portfolio Review | • Engage past participants in the review process<br>• Engage more site and centralized administrators in the review process<br>• Provide a model portfolio mid-year | CS #1, CS #9, PS#2, PS#3, PS #4, PS#5, PS#6 |
| Program Surveys | • Provide incentives to increase response rates of program participants<br>• Provide incentives for site administrators to respond<br>• Allow program participants to complete the survey online | CS #1, PS#3, PS#4, PS#5, PS #6 |
| Focus Groups | • Provide more opportunities for focused focus group interactions<br>• Systematically collect and review data | CS#1, PS #1, PS#5, PS#6 |
| Individual Induction Plan | • Provide model Individual Induction Plans online | PS #1, PS#3, PS #5, PS#6 |

| Review | • Provide opportunities for program participants to share Individual Induction Plans and to receive critical feedback mid-year | |
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SECTION B
Institutional Summary and Plan of Action

- Trends Observed Across the Program
  - Investment in the professional development of support providers is reflected in the quality of the individualized coaching and professional development
  - Program participants value the relationship between the participating teacher and the support provider
  - The majority of teachers complete program requirements within two years
  - Increased number of Early Completion Option candidates indicate increased motivation and commitment for candidates to complete their requirements
  - SFUSD stakeholders depend on the BTSA/Induction program resources to support new hires
  - Decreased number of participating teachers not completing their program requirements
  - Increased pass rate of candidate completion
- Areas of Strength
  - SFUSD consistently hires 300 new teachers annually
  - SFUSD recalled all laid of teachers from 2009-10
  - Despite diminished resources, SFUSD remains committed to offering an induction program for new teachers
  - SFUSD stakeholders know who to contact regarding induction program support and are comfortable doing so daily!
  - Institutional memory and records of key BTSA/Induction personnel to assist current and past program participants
- Areas of Improvement
  - Increased communication with Human Resources to identify eligible induction teachers upon hire

- Increased numbers of eligible teachers in non-classroom teaching assignments, making it difficult to enroll teachers so that they complete their credentialing requirements
- Unable to enroll all eligible teachers in 2010-11, due to funding restrictions
- Need to reinstate centralized professional development for new teachers including:
  - Establishing classroom procedures and routines
  - Establishing positive behavior support systems for students
  - Differentiating instruction for students
  - Effective strategies for teaching English Learners
  - Adapting and modifying instruction for Special Needs students
- Need to reinstate professional development for new administrators regarding new teachers including:
  - Having Hard Conversations
  - Establishing Equity Centered Professional Learning Communities
  - Strategic Coaching
  - Practice Facilitation and Making Presentations

- Action Plan
  - Establish a pipeline with Human Resources to identify BTSA/Induction eligible teachers as soon as they are hired
  - Develop an induction program for non-classroom teachers
  - Submit the SPED Induction plan to the CCTC (currently in draft form)
  - Advocate for additional funding to enroll all eligible teachers in the program
  - Increased advocacy for the program to all stakeholders
  - Establish an infrastructure to enroll teachers for a fee, if necessary
  - Establish communication structures within the zone and district reorganization to share induction information
  - Add more resources to the BTSA/Induction intranet site
  - Create additional and relevant opportunities for new teachers to network in person and online

- Create additional and relevant opportunities for support providers to network in person and online